English Lesson Plans

Level 5

Term 2

English Lesson Plans

Level 5

Term 2

Level: 5
Term: 2
Week: 1
Day: 1 & 2

Lesson Plan **Communication**

1. **Objectives:** The learners will be able to:
   - say the sound of consonant blends and diagraphs
   - practise writing and spelling the key words
2. **Function:** Practising the sounds and spelling
3. **Activity:** Story listening from the cassette
4. **Material:** Worksheet (**Consonant Blends and Diagraphs**), Cassette, C. Player, chart

5. Procedure:

a. Explain to your students that

"Consonant Blend is a combination of two individual sounds of consonants which is pronounced quickly"

"Diagraph is completely new sound of two consonants sounds" (sh, ch, wh)

b. Keywords

-Write the key words on a chart paper and display it on the board.
- Practice with your student by pronouncing properly and give choral drill.

sniff, stop, spot, tent, desk, swim, pink
pond, snack, small, neck, sing, square

c. Story Time

- Prepare your class that they are going to hear a story about **a mother and father shopping for presents for their children**. They should pay attention to the story listening.

1st Listening

- Play the recoding of the story and students just listen. (From _______ to _______ .)
- Take simple feedback asking two or three questions.

2nd Listening

- Ask them to open the worksheet and work in pairs.
- Tell them that the story is also there on the worksheet but there are some gaps for the words. They should write the words there when they listen.
- Play the cassette. The same story is recorded next but there is a bell sound on the key words which students should write on the worksheet.

d. Feedback

Ask them to read their story aloud. One student reads only one paragraph at a time. so that many student could participate

e. If time allows, ask them to turn over the worksheet and retell the story in their own words. (as many times as you can)

6. Follow Up:

"Write the key words in your Exercises copy"

Level: 5 Term: 2 Week: 1 Day: 1 & 2	**Worksheet** (Consonant Blends, Diagraph)	**Communication**

Story Time

Task 1: **Listen to the story from the cassette and write words on the given gaps.**

Mom and Dad are walking in town. They are shopping. They want to buy a present. The present is for their son. They are proud of him. He can ________ very well. He will ________ in the school concert.

They ________ at a store. The store is ________. It sells camping equipment. "Should we buy our son a ____ ___"Dad asks. Mom answers, "No, he don't want a _______." Then she says, "He likes to got to the ________. May be he wants to catch fish in the _______, may be he needs a fishing rod" "May be" Dad says, "Lets think about it"

They want to buy another present, too. It is for their daughter. She can _______ very will. Dad says, "Our girl can swim like a fish! She wins all the ________ races at school "

What gift can they buy? They _____ at another store. It sells furniture. "That's a pretty __________, " mom says. But Dad answers, "it's pretty, but our girl doesn't like ________. And she has a ________. Let's shop some more."

Soon, Mom and Dad are sad. They don't know what to buy for their children. Finally, they________ in front of one more store. They look in the window. Can you guess what kind of store it is? It's a pet store! Mom and Dad run inside.

In the window is a ________ box. What is in the ________ box? A ________ puppy! He is white, and he has brown ________ allover him. He has a ________ on each ear, and a ________ on his nose. He has a red ribbon around his __________. He wants to __________ everything.

The storeowner says, "This is a nice puppy. But he wants to ________ all the time. He is always looking for food!" Dad takes the __________ puppy out of the ________ box. "I'm hungry!" says the little dog. "I want a __________!"

Mom and Dad laugh. The ribbon around the puppy's __________ is loose. While Mom fixes the ribbon, the dog sniffs her hand. "The children will love him," she says. "And I know what we can call him: __________!"

Level: 5 Term: 2 Week: 1 Day: 3	Lesson Plan	Communication

1. Objectives: The learners will be able to:
- use conjunctions as connections

2. Function: Learning of write cohesively

3. Activity: use of conjunction making, gap filling

4. Material: Worksheet

5. Procedure:

a. Ask them to give you few words which connect two words or sentences write on the board.

b. Worksheet

Explain the difference between sentence and clauses and phrases

Task 1: Matching the parts with sentences

Task 2: Gap filling

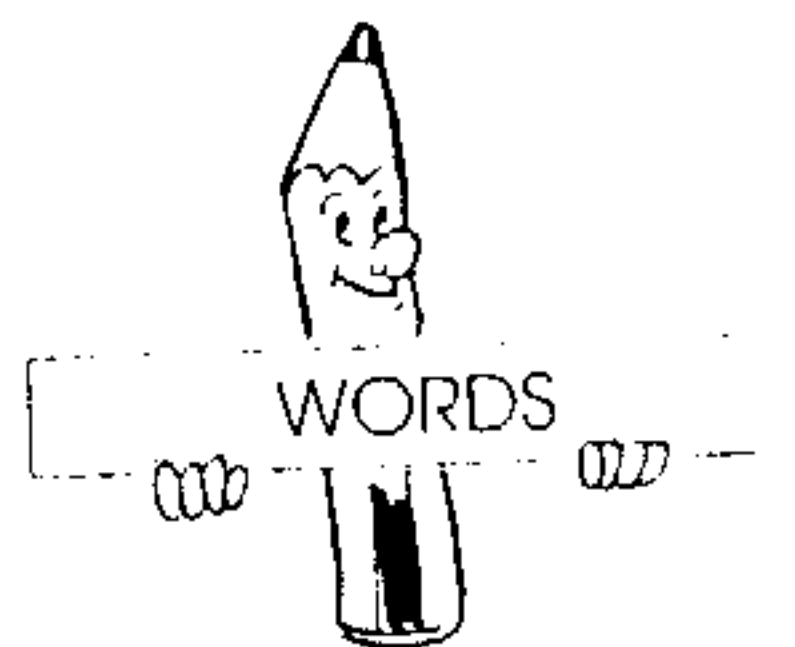
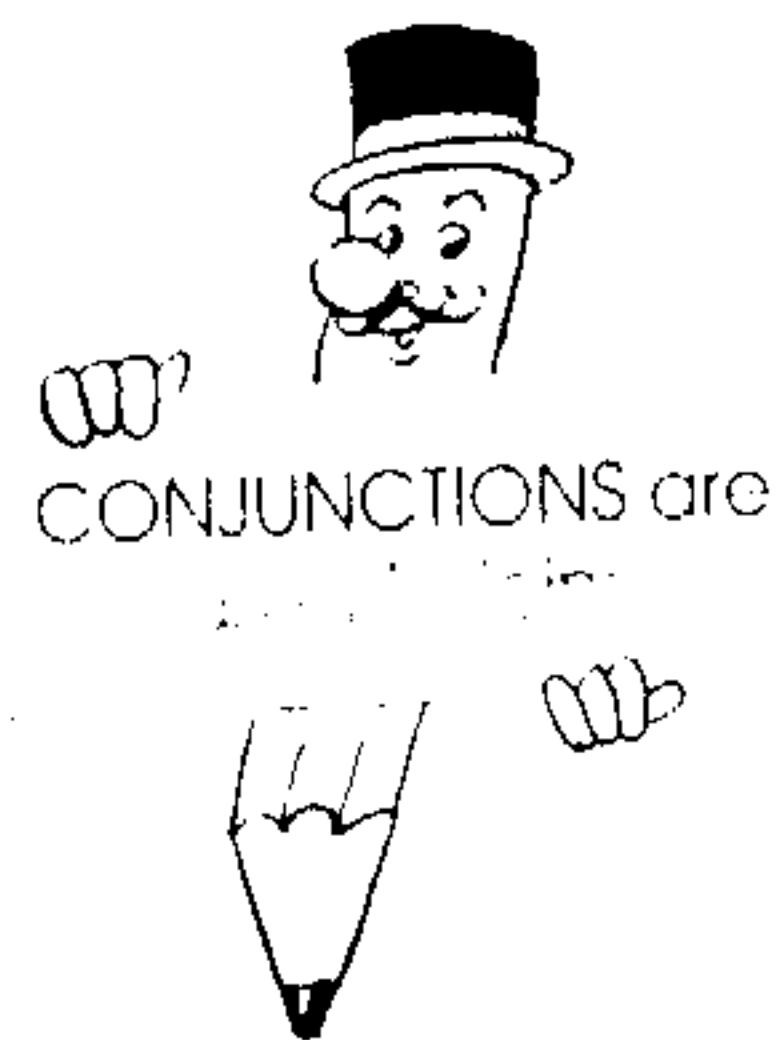
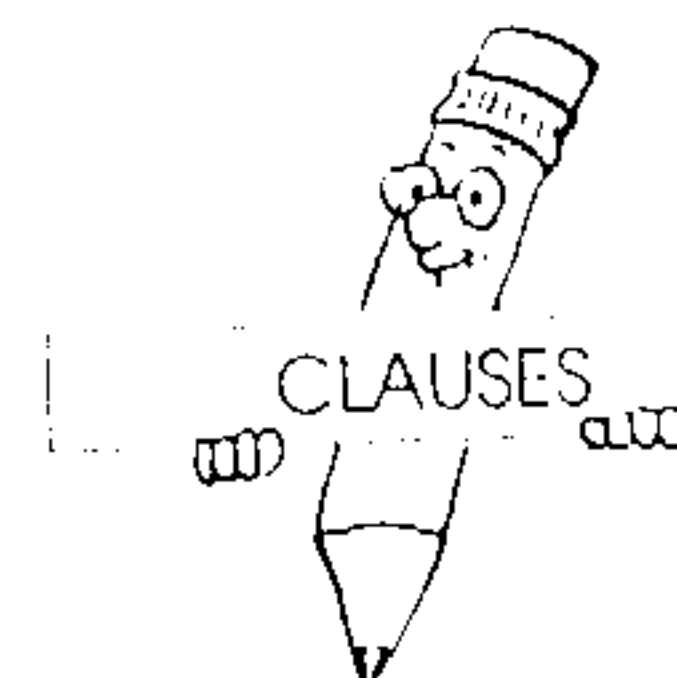
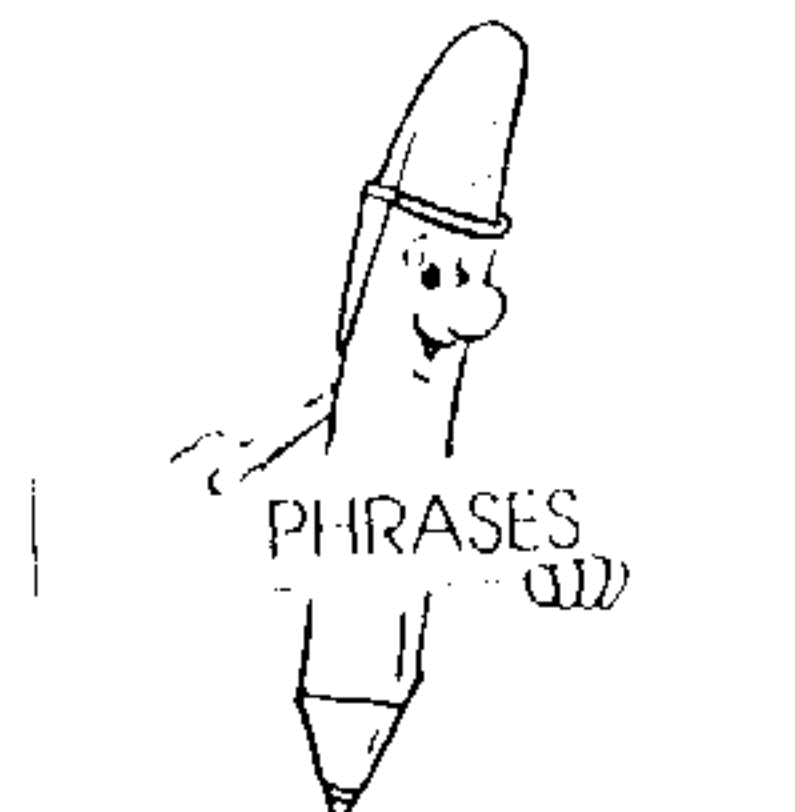
Peer Checking and Feedback

6. Follow Up:

Write a story of five lines, using connections

Level: 5 Term: 2 Week: 1 Day: ~~5~~ 3	Worksheet	Date

B GRAMMAR

Conjunctions

She is helpful **and** polite.

Although Grandma is thin, she is healthy.

Would you like a glass of lemonade **or** a cup of tea?

We stayed at home **because** it was raining.

Task 2:

Can you finish what Nasir has written in his diary by filling in the blanks with these conjunctions.

18 Saturday April 2004

Today, my brother (1) _____________ I went to Auntie Amy's house in city, (2)_____________ she was not in Our cousins, Ahmed, Riaz (3)___________ Rani were at home.
We could not go anywhere we would like to play Snakes and Ladders (5)_____________Scrabble. We decided to play Snakes and Ladders (6) __________Riaz disagreed. We changed our minds (7)______________played Scrabble instead. After a while, the rain stopped, (8)_____________we decided to play hopscotch in the garden. The weather was very hot, (9) ___________we drank lots of lemonade. That evening, we went home felling tried (10)_________________happy.

Level 5 Term 2 Week 1 Day 4

Note: Do not do any writing on books.

Do page 17 from Get ahead Book 6 in copies

Level 5 Term 2 Week 1 Day 5

Note: Do not do any writing on books.

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Level 5 Term 2 Week 1 Day 6

Assessment # 1

Task 1

Write 2 consonant blends and 2 diagraphs. /8

Task 2

Use the following conjunctions in your own sentences. /12

And Although or because

Level: 5 Term: 2 Week: 2 Day: 1	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   listen and respond
2. **Function:** Working with letters and learn spellings
3. **Activity:** Alphabet Quiz
4. **Material:** None

5. Procedure:

a. Prepare your class to play a game of Alphabet letters. All the questions in this quiz are about the letters.

b. Divide the class into two learns. Say the first question. The first student to raise his / her hand gets a chance to answer, and if the answer is correct, wins two points for his/her team. It the answer is correct, wins two points for his/her team. If the answer is wrong, then the second team may attempt the question and gets one point on right answer. Keep on writing the score on the board or ask one of the students to help you in writing the score on the board. Do all question in the same way.

Questions:

1. **How do you spell elephant?**
2. **What is the third letter of alphabet?**
3. **What is the last letter in the word 'dog'?**
4. **How may letter are there in 'tortoise'?**
5. **How many 'L's are there in the word 'yellow'?**
6. **How many 'Z' s are there in the word dog?**
7. **Which of these words has got a letter 'p' in __ train, doll, Elephant?**
8. **What is the tenth letter of the alphabet?**
9. **What do these letters spell? T-I-G-E-R**
10. **How many letter are there in the word 'alphabet'**

If you finish the task before time, repeat same questions, using the following different cues.

1. horse
2. fifth
3. God
4. alligator
5. e________green
6. z ________boys
7. P______letter, alphabet, word
8. s-p-a-r-r-o-w
9. 7th _________tortoise
10. understanding

Note: You can make more changes in the cues

6. Follow Up: Write the words which have four, five, seven, eight, letters.

Level: 5 Term: 2 Week: 2 Day: 2 & 3	Lesson Plan	Writing

1. **Objectives:** The learners will be able to:
   - write play script
   - use a speech marks at proper places
2. **Function:** Differentiating between story writing and play writing
3. **Activity:** Script Writing (Drama)
4. **Material:** Worksheet

5. Procedure:

a. Ask your student the difference between story and Dialogue (Drama Script)

b. **Worksheet (Group Work)**

Ask them to find story and the play script

Task 1: Student read the story themselves ask few questions on the text.

Task 2: Students change the story in dialogues and make drama script. Call two students for Role Play

Task 3: Students read the conversation themselves
Call two students for Role-Play

Task 4: Students convert the dialogue in a form of story.
Each group read out the story to the class.

Note: If time allows, ask them to retell the story in their own words.

6. Follow Up:

Repeat Task - 4

Level: 5 Term: 2 Week: 2 Day: 2 & 3	Work Sheet	Writing

Task 1: Read the story.

"Go and fetch some logs from the shed", called Azam's mother one evening.

'Oh, Mother, its dark out there!' said Azam, don't be so silly. Now just do as you are told!" said his mother.

"Can Rani come with me?"

'No, I can't cried Rani. "My T.V programme is starting in moment! "

"But I heard some noises at the back of the shad last time!" said Azam............

Task 2: Now write it out as drama script (Like this)

Noises in the woodshed

Mother: Go and fetch ______________________________

Azam: Oh, mother, it's ___________________________

Mother: ____

Task 3: Read the conversation.

Maria: I'm going to tell mother that I'm bleeding

Huma: I bet you wouldn't dare.

Maria: Mama! I've cut my finger! It's bleeding!

Mother: Oh no! what have you done now.

Huma: & Maria: It isn't really blood, only the paint colour.

Mother: Don't ever do it again! Its very stupid to make joke you heart if you are not

Level 5 **Term** **2** **Week** 2 **Day** 4

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Level 5 **Term** **2** **Week** 2 **Day** 5

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Level 5 Term 2 Week 2 Day 6

Assessment # 2

Task 1 /20

Teacher will write following dialogue on board.

Maria	I'm going to tell mother that I'm bleeding.
Huma	I bet you wouldn't dare.
Maria	Mamma! I've cut my finger! It's bleeding.
Mother	Oh No! what you have done now?
Huma /Maria	It isn't realy blood, only the paint colour.
Mother	don't ever do it again ! its very stupid to make joke you hurt if you are not.

Now tell students to write a story using speech marks.

Level: 5 Term: 2 Week: 3 Day: 1 & 2	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - say the sound of consonant blends and diagraph
   - practice writing and spelling the key words
2. **Function:** Practising the sounds and spelling
3. **Activity:** Story listening from the cassette
4. **Material:** Worksheet (**consonant Blend and Diagraph**), cassette player, chart

5. Procedure:

a. Explain to your students that

"Consonant Blend is a combination of two individual sounds of consonants which is pronounce quickly "

"Diagraph is completely new sound of two consonants sounds"
(sh, ch, wh)

b. Keywords

-Write the key words on a chart paper and display it on the board.
- Give practice to your student by pronouncing properly and choral drill.

Trunk, grass, crab, drum, black, plum, frog, clap, brick, slip, flag, glass

c. Story Time

- Prepare your class that they are going to listen a story about a boy named Sares who sees very strange animals.

1st Listening

- Play the recoding of the story and students just listen. (From _______ to _______ .)
- Take simple feedback asking two or three questions.

2nd Listening

- Ask them to open the worksheet and work in pairs.
- Tell them that the story is also there on the worksheet but there are some gaps for the words. They should write the words there when they listen.
- Play the cassette. The same story is recorded next but there is a bell sound on the key words which student going to write on the worksheet.

d. Feedback

Ask them to read their story aloud. One student should read only one paragraph at a time, so that many student could participate

c. If time allows, ask them to turn over the worksheet and retell the story in their own words. (as many times as you can)

6. Follow Up:

"Write the key words in your Exercises copy"

Level: 5 Term: 2 Week: 3 Day: 1 & 2	Worksheet (Consonant Blends, Diagraph)	Communication

Story Time

Task 1: Listen to the story from the cassette and write words on the given gaps.

They find a ___________ trees. They pick a lot of ___________. They are tried. They sit down. Dad sits with his back against a tree___________. Sam also sits against a tree ___________. Snack lies down, too. They all go to sleep.

Sam wakes up. He hears a sound. he looks around. There is a ___________in the ___________. On the ___________is a ___________. The ___________is dancing! Will he ___________ and fall? No, he's a good dancer. He won't slip.

In the ___________near the ___________is a ___________. The ___________ is wearing ___________is alos playing a drum, waving a ___________, and holding a sign.

Someone tried to ___________some words on the ___________. The words are hard to read. Someone didn't ___________very clearly. Sam can only three word: "___________" "music" and "___________". Can you read the words, too?

He ___________finish his dance. The ___________ hold up a sing. The sing says, ___________ . Sam begins to ___________. The ___________bows. The ___________ puts don't her ___________. The she says, "Thank you!"

Harumph! Dad is waking up "Why did you ___________?" he say to Sam. "You woke me up! Sam can't tell him. The ___________the frog is gone. There is only and old ___________ in the ___________.

Sam thinks maybe had a dream. He doesn't want to tell Dad. Maybe Dad will laugh! Sam says, "I wanted to ___________ because we picked a lot of ___________! I was thinking about ___________ jam and ___________ pudding!"
Smak woke up, too "Don't forget ___________ cake!" he says, "___________cake makes me happy, I want to dance!"

Level: 5
Term: 2
Week: 3
Day: 3

Lesson Plan

Writing

1. Objectives: The learners will be able to:
develop a paragraph

2. Function: Writing in sequence

3. Activity: Paragraph Writing

4. Material: Worksheet

5. Procedure:

a. Ask if they can make clay toys

b. Write the topic on the board and check if they have some idea about it.

c. Worksheet

Task 1: Sequencing
Explain the task properly and take oral responses first

Task 2: Paragraph Writing
Students should sit in the groups and write a paragraph

d. Further Practice
If time allows, give them other topics to write a paragraph on it.
e.g. How to make a bird / pot / doll house

6. Follow Up:

Repeat step **-D**

Level: 5
Term: 2
Week: 3
Day: 5

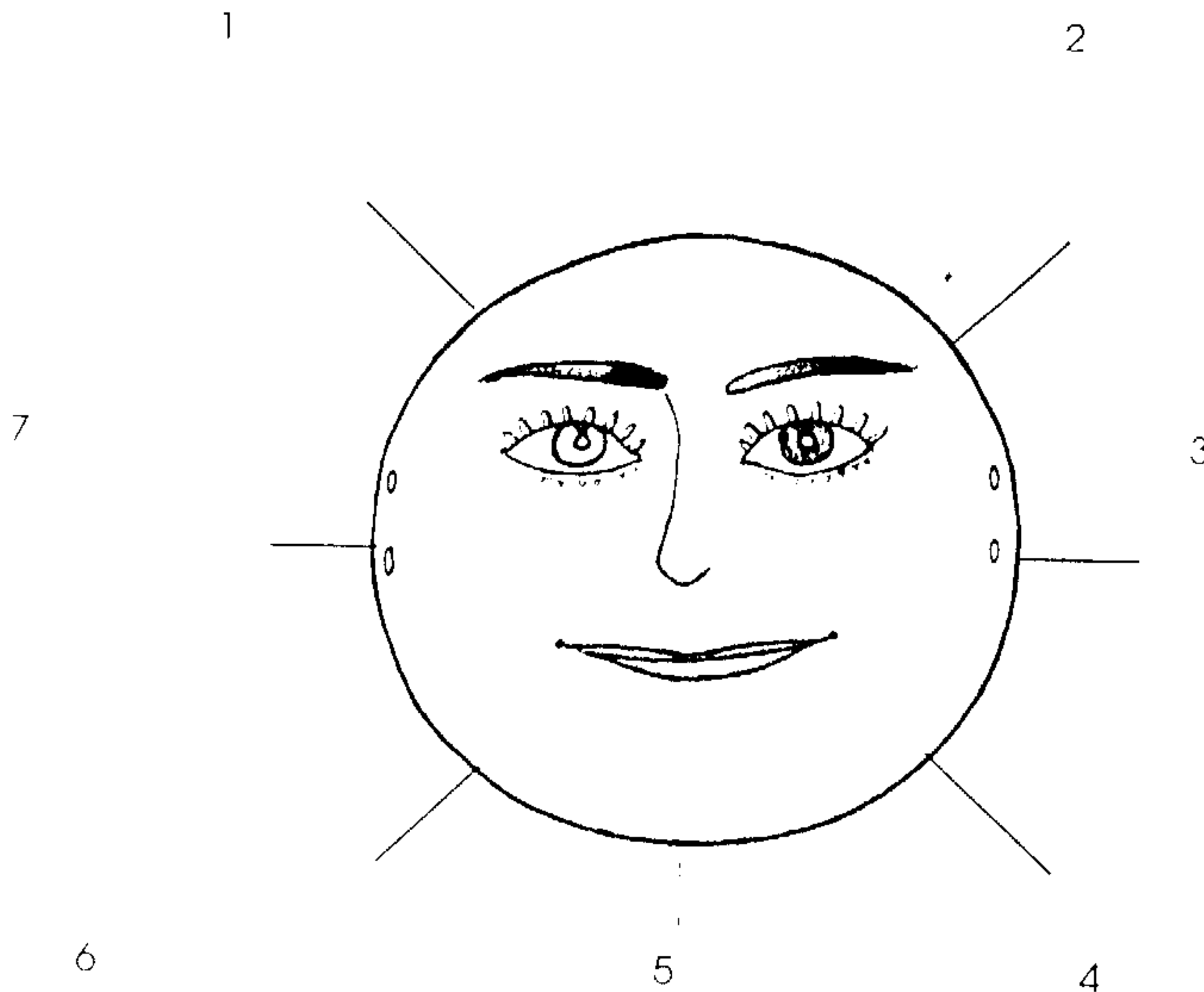
Work Sheet

Writing

Level: 5		
Term: 2	Worksheet	Writing
Week: 3		
Day: 5		

How to make a clay mask

> Prick the balloon and put strings for ears ------ Blow a balloon -------- Make holes for eyes and ears ------ Mix clay ---- Paint the mask ----- Dry in the sun ----- Put clay paste on the balloon.

Task 1: Steps of making clay mask are in the box. Write them again in proper sequence.

Task 2: How will you make a clay mask? Write in a form of paragraph, using the following words.

First, Then, Next, Finally

____

____

____

____

____

Level 5 **Term** **2** **Week** 3 **Day** 4

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Level 5 **Term 2 Week** 3 **Day** 5

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Level 5 Term 2 Week 3 Day 6

Assessment # 3

Task 1 /20

How you will make a clay mask? Write in a form of paragraph using the following words.

First, then, next, finally

Level: 5 **Term: 2** **Week: 4** **Day: 1**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- say the sounds of consonant blends
- distinguish the words by listening

2. Function: Practising to write and spell the key words

3. Activity: Listening and Writing

4. Material: Worksheet

5. Procedure:

a. Write the following consonant blend and diagraph on the board. Pronounce the sound of these letters properly and students repeat after you. Clarify the concept of consonant blend and diagraph as given in Week 2.

b. Worksheet

Task 1: You say the following words and students write the missing words

1. **black, block,**
2. **clap, clock**
3. **flag, flat**
4. **glasses, glass**
5. **plum, plant**
6. **slip, sled**

Task 2: You say the following words and students circle the right word.

1. block , 2. class 3. clap 4. sled
5. plant 6. black 7. flat 8. slip 9. flag

Task 3: You say the following words and students write the missing letters.

1. Brick, bread 2. Crab, black
3. Drum, drum 4. Frog, frost
5. Grass, grandmas 6. Print, press

Task 4: you say the following words and students circle the right word.

1. crab 2. trumpet 3. dress 4. drip 5. brick
6. truck 7. grass 8. clam 9. frog

Task 5: Tell them they are gong to listen a story about an unusual squid. You read the following story and students write the missing letters of the words.

Grandma is driving a truck. She picks up a frog and a crab. The truck has a flat tire. Don't worry. Grandma has her flat

Note: Peer checking and Feedback follows each task

6. Follow Up: Repeat any task from the worksheet.

Level: 5 Term: 2 Week: 4 Day: 1	Worksheet	Communication

Task 1: Listen and write the missing letters.

1. bl: ___ ___ack ____ _____ock
2. cl: ___ ___ap ____ _____ock
3. fl: ___ ___ag ____ _____at
4. gl: ___ ___asses ____ _____ass
5. pl: ___ ___um ____ _____ant
6. sl: ___ ___ip ____ _____ed

Task 2: Listen and circle the word.

block	clock	class	glass	lap	clap
fled	sled	blend	plant	black	block
flat	slat	flip	slip	lag	flag

Task 3: Listen and write the missing letters.

1. i: _____ ______ ick ______ _______ead
2. cr: _____ ______ ab ______ _______ack
3. : um_____ ______ ______ _______ess
4. fr: _____ ______ og ______ _______ost
5. : _____ ______ ass ______ _______andma
6. pr: _____ ______ int ______ _______ess
7. : ___ ___ unk ____ _____ uck

Task 4: **Listen and circle the word.**

crab	grab	dram	trumpet,	dress	press
drip	trip,	brick	print,	drug	truck
glass	grass,	clam	cram,	flag	frog

Task 5: **Listen and write the missing letters.**

____ _____ andma is_____ _____ iving a ____ _____ uck.

She picks up a ____ _____ og and a _____ _____ ab.

The ____ _____uck has a _____ _____at tire!

Don't worry _____ _____ andma has her _____ _____ ag .

Level: 5 Term: 2 Week: 4 Day: 2&3	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- Write a story

2. Function: Describing events

3. Activity: Story writing

4. Material: Work sheet

5. Procedure:

a. Prepare them for writing a story with the help of pictures.

b. Work sheet:

- Ask them to sit in the a group form and discuss about each picture with the members
- Ask question about each picture, Take responses from the students and with short queues on the board

For instance…….questions

What are the names of the children/ Do they live in a village or a town?
What was their daily routine?

-Ask similar question on each picture and leave points on the board.

c. Writing

When you finish with each picture ' ask them to write the story with the help of pictures and queus on the board They should also suggest the heading for their story. When they finish ask them to exchange their copies for peer checking. After that there group leader reads out the story to the class.

6. Follow up:

Write the same story with the edition of some events

Level 5 **Term** **2** **Week** 4 **Day** 4

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Level 5 **Term** **2** **Week** 4 **Day** 5

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Level 5 Term 2 Week 4 Day 6

Assessment # 4

Task 1 /10

Teacher will write following words on board and students will copy in their note books.

1 _____ _____ack 2 _____ _____um

3 _____ _____ap 4 _____ _____ ip

5 _____ _____asses

Now tell students to listen carefully. Read following pair of waords and tell to write first word after reading first pair of words.

1	black	block
2	plant	plum
3	clock	clap
4	drip	brick
5	glass	glasses

Task 2 /10

Write sentences with the following words

A the unluckiest
B The wisest

Level: 5
Term: 3
Week: 5
Day: 1

Lesson Plan **Communication**

1. Objectives: The learners will be able to:
- say the sound of consonant blends and diagraph
- practice writing and spelling the key words

2. Function: Practising the sounds and spelling

3. Activity: Story listening from the cassette

4. Material: Worksheet (**consonant Blend and Diagraph**), cassette player, chart

5. Procedure:

a. Listen the following on the board and ask students to give examples with these letter sounds.

Ai -------- tail, ____________________
Ay -------- day, ____________________
a-e -------- cake, ____________________

b. Keywords
-Write the key words on a chart paper and display it on the board.
- Give practice to your student by pronouncing properly and choral drill.

Lake, pay, day, mail, tail, cake, hay, tape, mail

c. Story Time
- Prepare your class that about a girl and her mother who go on a bike ride. The girl Kate is Sam's sister. Ask what the students remember about Kate from the previous lesson.

1st Listening
- Play the recoding of the story and students just listen. (From ____ to ____.)
- Take simple feedback asking two or three questions.

2nd Listening
- Ask them to open the worksheet and work in pairs.
- Tell them that the story is also there on the worksheet but there are some gaps for the words. They should write the words there when they listen.
- Play the cassette. The same story is recorded next but there is a bell sound on the key words which student going to write on the worksheet.

d. Feedback
Ask them to read their story aloud. One student should read only one paragraph at a time, so that many student could participate

c. If time allows, ask them to turn over the worksheet and retell the story in their own words. (as many times as you can)

6. Follow Up:

"Write the key words in your Exercises copy"

Level: 5 Term: 2 Week: 5 Day: 1	Worksheet	Communication

The Long a Sound

They pass a ___________. It is a pretty ___________. The y also pass a field. There is ___________in the field. Some children are playing in the ___________.
Mom has some ___________. They take the ___________ to the post office. Then they go to the bakery. They buy a cake. "Is the___________for me?"Snacks asks. In the bakery, Kate find a penny on the floor. Is it a lucky penny?
They go to one more store. Mon buys a ___________. It's for Kate. "Do I have to ___________forth tape?" Kate asks." "No" Mom answers, "I will ___________for it," Kate is so happy! Snack is wagging his ___________. He is happy, too

Soon, Kate and Mom are riding home. Oops1 Kate almost falls. Her bicycle has a flat tire almost "look," says Kate, "There is a ___________ in the tire! A ___________ Mom exclaims, "Oh, no." What should we do now? Asks kate.

We can wait here , "Mom says "When dad drives home from work, he goes down this road. He will see us and pick us up." Kate and Mom sit by the __________. They eat some cake. Snack say, "I'm hungry, too" They give Snack some ___________. Then snack lies down on some __________. He goes to sleep.
Finally, Kate sees Dad's car. He stops and picks them up Kate tell her Dad about her ___________. "We took mail to the post office. We bought a ___________. I found a luch pnny. I got a new tape, but I didn't have to ___________ for it. Mom paid for it! Then there was a ___________in my tire. So we waited for you"
"You had a very busy ___________, " Dad said "And a lucky ___________"

Level: 5 Term: 2 Week: 5 Day: 2	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to: to think for the appropriate words
2. **Function:** Dealing with the vocabulary
3. **Activity:** Dictation
4. **Material:** Worksheet

5. Procedure:

a. Divide the class into small groups. Asks them to open the work sheet and read the paragraph themselves.
b. Student are supposed to read the paragraph aloud to the class but the will replace the words with their opposite (boy or girl). They need not to worry about whether or not this makes sense. They should first discuss with their group members what words can be replaced and then read the opposite paragraph to their group members
c. Ask each group to read the opposite paragraph (orally) to the class. Give chances to the maximum number f students and see how they improve in giving maximum opposite words.

Original paragraph

"There once was very rich old man whose name I don't want to mention here because it must still be kept a secret, who one day decided that he would leave all his money to his niece. I don't know what made him decide such a thing. Because Sara his niece has always been a spoiled ungrateful brat who never spent five minutes with her uncle."

Note: expected opposite paragraph.

"There never was a poor young women. Whose name I want to shot out because everyone should know it, who one night came on the idea of not leaving any of her money to her nephew. I do know what made her dream of such a thing because Sam her nephew, had never been an unspoiled well-behaved child who always spent hours of time with his aunt. "

6. Follow up: Write the story in your own words

Level: 5 Term: 2 Week: 5 Day: 3	Lesson Plan	Writing

1. **Objectives:** The learners will be able to: describe a farmhouse
2. **Function:** Develop vocabulary describing a place
3. **Activity:** Composition writing (farm house)
4. **Material:** Worksheet

5. Procedure:

a. Check if they know about farm.
b. Give the following situation to your students and ask them to open the worksheets

> " Adeel visited his uncles farm in Punjab during his school holidays. He is telling his classmate, Farhan about the farm. Ask your student to write what Adeel told Farhan about his uncles farm.'

c. Students should work in groups. Help them in providing more vocabulary on the board. Ask the questions in the given point in the picture.
d. Peer checking and feed back

6. Follow up:

Imagine your uncle has a farm i9n his village. which you visited last week. Describe it in your own words.

Level 5 **Term** **2** **Week** 5 **Day** 4

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Level 5 **Term** **2** **Week** 5 **Day** 5

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Level 5 Term 2 Week 5 Day 6

Assessment # 8

Task 1 /8

Fill in the blanks with correct adjectives.

The children are very ________________ (excite) about their holidays. They are making ____________ (interest) plans to enjoy their winter holidays. The hills of Muree will look ___________ (beauty) with snow by the end of December. Everything will look white and ___________ (clesn).

Task 2

What are you going to do this week? Write six sentences about your activities this week in your notebook or diary. /12

Level: 5
Term: 2
Week: 6
Day: 1

Lesson Plan **Communication**

1. **Objectives:** The learners will be able to:
   - learn three different spelling of **long-a- sound**
2. **Function:** Practising to write and spell the long –a sound words
3. **Activity:** Phonic Tasks
4. **Material:** Worksheet

5. Procedure:

a. Write a few words of long a sound on the board. Pronounce the sound of these letters properly and students repeat after you.

b. **Worksheet**

Task 1: You say the following words and students write the missing letters.

1. **tape, cake, lake**
2. **mail, tail, nail**
3. **hay, pay , day**

Task 2: You say the following words and students circle the right word.

Cake, trail, cap, hay, paint, pail, man, tape, nail

Task 3: You say the following words and students circle the right word.

tap, pay, crab, mail, hay, hat, pal
tape, cake, man, mail, sand

(*Answer: pay, maid , tape, hay, cake mail*)

Task:4 Tell them that they are going to listen the story of a person, named Dale. You read the story and the students write the missing letters of the words.

This is Dale. He is by the lake. Dale is eating lemon cake.

It's hot and sunny day. Dale will sleep here in the lay.

6. Follow Up: Repeat any task from the worksheet.

Level: 5 Term: 2 Week: 6 Day: 1	**Worksheet**	**Communication**

Task 1: Listen and write the missing letters.

1.	ae:	t__ p__	c __k __	l __ k ___
2.	ai:	m__ l__	t __l __	n __ l ___
3.	ay:	h ___	p ___ ___	d ___ ___

Task 2: Listen and circle the word.

crack	cake	tail	trail	cap	cape
hat	hay	pay	pajnt	pal	pail
man	mane	tap	tape	nail	snai

Task 3: Find the long a sound words and circle them.

tap pay crab nail hay hat pal

tape cake man mail sand

Task 4: Listen and write the missing letters.

This is D__l__. He is by the l__k__.

D__l__ is eating lemon c__k__.

It's a hot and sunny d__ __.

D__l__ will sleep here in the h__ __.

Level: 5		
Term: 2	Lesson Plan	Writing
Week: 6		
Day: 2&3		

1. Objectives: The learners will be able to:
- write rhyming lines

2. Function: Focus on wish word (use of were)

3. Activity: Poem Reading

4. Material: Worksheet

5. Procedure:

a. - Prepare class for writing a poem
- Talk about **wish.** What wishes they have. What they have in imagination
- Explain:
  - **When we express our wishes which do not exist in real, we use the verb- were in the sentence and also mark of exclamation (!)at the end.**

    e.g. I wish I were a king !

b. Worksheet
- Read the poem aloud. Ask them to read.
- Make groups of three or four students and ask them to choose one wish and write in a form of poem.

c. Peer Checking
The best poems should be displayed on the board

6. Follow Up:

Repeat Task B and ask them to write on a different wish.

Level: 5		
Term: 2	Worksheet	Writing
Week: 6		
Day: 2 & 3		

Task 1: Read the poem below.

I wish I were a cuckoo bird !
Flying up and up
In the cool blue sky.

Flying up and up
Under the shining star
Looking at he pretty flowers .

Singing like the cuckoo bird
Coo coo coo
And pecking sweet mangoes .

Task 2: What do you wish to be. Write about it. Imagine things you would do if your wish comes true.

_______________ _______________

_______________ _______________

_______________ _______________

____

____

____

Level 5 **Term** **2** **Week** 6 **Day** 4

Do not do any writing on books.

Do page 28 from Get ahead Book6 in your copies.

Level 5 **Term** **2** **Week** 6 **Day** 5

Do not do any writing on books.

Do page 29 from Get ahead Book6 in your copies.

Level 5 Term 2 Week 6 Day 6

Assessment # 6

Task 1

Make a short poem on "what you wish to be.?" Teacher will only give marks on correct use of vocabulary and rhyming words. Don't deduct marks for spelling mistakes. /10

Task 2

Teacher will draw the following chart on board.

Old	Older	Oldest
Clever	Cleverer	Cleverest
Thin	Thinner	Thinnest
Low	Lower	lowest
Tall	Taller	tallest

Now tell students to compare your self with your friend in 5 sentences using the above chart.

Level: 5
Term: 3
Week: 7
Day: 1 & 2

Lesson Plan **Communication**

1. Objectives:	The learners will be able to: - say the sound of r- controlled vowels - practice writing and spelling the key words
2. Function:	Practising the sounds and spelling
3. Activity:	Story listening from the cassette
4. Material:	Worksheet (**r- controlled vowels**), cassette player, chart

5. Procedure:

a. Write the following letters on the board and ask them to give you words with these letter sound.

ea ____ meat ____________________
ee ____ keep ____________________
e- ____ me ____________________
y _____ key ____________________

b. Keywords

-Write the key words on a chart paper and display it on the board.
- Give practice to your student by pronouncing properly and choral drill.

happy, me, jeep, meat, feet, green, sea, candy, seat, he, puppy , we,

c. Story Time

- Prepare your class that they are going to hear a story which Sam and Kate's family find something very interesting at the beach.

1st Listening

- Play the recoding of the story and students just listen. (From _____ to _____.)
- Take simple feedback asking two or three questions.

2nd Listening

- Ask them to open the worksheet and work in pairs.
- Tell them that the story is also there on the worksheet but there are some gaps for the words. They should write the words there when they listen.
- Play the cassette. The same story is recorded next but there is a bell sound on the key words which student going to write on the worksheet.

d. Feedback

Ask them to read their story aloud. One student should read only one paragraph at a time, so that many student could participate

e. If time allows, ask them to turn over the worksheet and retell the story in their own words. (as many times as you can)

6. Follow Up:

"Write the key words in your Exercises copy"

Level: 5 Term: 2 Week: 7 Day: 1 & 2	Worksheet	Date

The family is in the _________. Mom and Dad are in the front _________. Kate and Sam are in the back V. Kate and Sam in the back _________. Snack is between Kate and Sam.

The _________is _________. Can you find anything else in the picture that is _________?

The family is very _________. They are going to the beach. They will have a barbecue by the _________. As they in the _________ they sing a happy song.

"A sailor went to sea, sea, sea. To see what he could see, see, see. But all that he could see, see, see was the bottom to the deep blue sea, sea, sea! "

At the beach, the children swim in the _________. Mom makes a fire. Dad cooks the meat. What delicious _________! Then Mom has a surprise: _________

"I will eat my _________ later, " says Sam, "Me, too " Sam puts his _________ on the rock. _________ and Kate go to swim in the _________again.

They come back later. The rock is empty! Where is my candy? Sam cries. "Snack, did you eat my _________"Tell _________ the truth! "No," Snack answers, "It wasn't me. I was sleeping!"

Suddenly, Snack's ears go up. He hears a noise. The noise is behind a big rock. Snack barks. The children walk around the rock. There is a little _________! She is brown. She has four white _________. She is eating the _________!

"Mom! Dad!" Kate calls. "Look at this cute _________! Look at her little white _________! Please, can we keep her?"

Dad look at Mom "What do you think?" _________ asks her. "Well," she says "maybe the _________ belongs to someone."

"No! I don't!" the _________ squeaks. "I have no home. No one wants me!"

"_________ want you!" says Mom. Hooray! Kate and Sam are very _________. Snack is _________, too. _________has a new friend! And the _________ is the happiest of all

"What is the _________'s" name? "Kate asks. Sam has a good idea. "_________ have a dog named Snack, " _________ says "Let's name this dog is _________!"

Level: 5
Term: 2
Week: 7
Day: 3 & 4

Lesson Plan **Writing**

1. **Objectives:** The learners will be able to:
   - focus on future programs and write sentences in future form
2. **Function:** Writing about schedule or plans
3. **Activity:** Time Table Reading
4. **Material:** Worksheet

5. Procedure:

a. Talk about holidays and check of they are able to use future from which talking future.

b. Worksheet

Task 1: Ask students to read the dialogues the selves. In feedback ask few questions

Task 2: Writing about shahid's future plans

Task 3: Help them in reading time table. Use will form in sentences. Students write dialogue on each train. Explain the meaning of departure and Arrival with the help of time table.

Peer Checking ____ Feedback

6. Follow Up:

Choose any two things and write their training in sentences

Level: 5 Term: 2 Week: 7 Day: 3&4	Work Sheet	Writing

Task 1: Read the dialogues yourself

Jibran:	What are your plans for the holidays?
Shahid:	I'll go to Taxila with my uncle
Jibran:	That sounds great! How will you go?
Shahid:	We'll take a bus on Saturday morning and reach their in two hours.
Jibran:	Will you hire a guide?
Shahid:	No, my uncle has much information about it. He will tell us about Buddha University old cities, Taxila museum
Jibran:	O' you really have a good time. Then goodbye! Enjoy your time

Task 2: Write in your words what Shahid will see there.

____

____

____

____

Task 3: This is Railway train table and passengers are asking about train schedule. Look at the time-table below and write dialogue between passengers and railway clerk.

Train	Place of Departure	Time of Dep.	Place of Arrival	Times of Arrive
1. Kyber Mail	Rawalpindi	02:15	Karachi Cantt	06: 10
2. Awami Express	Rawalpindi	13:00	Karachi Cantt	17:15
3. Bolan Mail	Quetta	16:15	Karachi Cantt	12:50
4. Korakoram Express	Lahore	16:00	Karachi Cantt	08:00

Passenger 1:	**When will Chenab Express leaver or Sargohda**
Clerk:	**It will leave Karachi at 7:30pm and reach Sargohda at 8:10pm**

Passenger 2: ______________________________

Clerk : ______________________________

Passenger 3: ______________________________

Clerk : ______________________________

Passenger 42: ______________________________

Clerk : ______________________________

Level 5 Term 2 Week 7 Day 5

Do not do any writing on books.

Do page 31 from Get ahead Book 6 in your copies.

Level 5 Term 2 Week 7 Day 6

Assessment # 7

Task 1 /20

Dear teacher now you are going to assess students listening. So follow the following procedure.

- Prepare the students to listen this story very carefully and don't do any work.
- Write the following story with blanks and tell students to copy it in their note books. Give them enough time for copying. After copying tell them to put their copies up side down.

Sam and Kat's family are at the ____________. At the ____________ the children ____________ in the sea. Mom takes a __________. Dad cooks the ____________. What a delicious ____________. They found a ____________ there. Let name this dog ____________ said Sam. They came back after ____________. All of them ____________ a lot.

- Read the following story with normal speed and correct pronunciation.

Sam and Kat's family are at the beach. T the beach the children swim in the sea. Mom takes a fire. Dad cooks the meat. What a delicious barbecue. They found a dog there. Let name this dog Snack said Sam. They came back after evening. All of them enjoyed a lot.

- Tell students to fill the gaps. Give them enough time.
- Tell students to put their copies upside down again.
- Read the text again.
- Students will fill the gap .
- Read the text 3rd and last time and tell students to fill the gap.
- Now check Student's copies carefully.

Level: 5 Term: 2 Week: 8 Day: 1 & 2	Lesson Plan	Communication

1. Objectives: The learners will be able to:
- learn four spellings of the long e- sound

2. Function: Distinguishing the long –e- sound

3. Activity: Practice of writing and spelling and listening

4. Material:

5. Procedure:

b. Worksheet

Task 1

1. **meat, sea, seat**
2. **green, jeep, feet**
3. **me, hi, we**
4. **candy, happy, puppy**

Task 2

Bed, me , seat, read, meat, feet, jeep, men hen

Task 3: Tell them they are going to listen a story about a man, named Mr. Green and his dog.

spot. You read the following story and student write the missing letters.

Mr. Green is in the jeep. His puppy, Spot is on the seat. They are happy in the jeep. They are going to the sea.

Task 4: Ask them to write more which have same long e sound but have different spell.

6. Follow Up:

Level : 5	
Term: 2	Worksheet
Week: 8	
Day: 1 & 2	

Task 1: Listen and say. Write the missing letters.

1. ea   m ___ ___t   s___ ___   s___ ___t
2. ee   gr ___ ___n   j___ ___p   f___ ___t
3. e   m ___   h___   w___
4. y   cand ___   happ ___   pupp___

Task 2: Listen and circle the word.

Bed   bead   me   meat   set   seat

Red   read   met   meat   fit   feet

Jet   jeep   men   mean   hen   he

Task 3: Listen and write the missing letters.

Mr. Gr___ ___is in his j___ ___p.

His pupp___, Spot, is on the s___ ___t

They are happ___ in the j___ ___p.

They are going to the s___ ___

Task 4: Add more words with the same spelling.

ea ______seat ______________________________

ee ______feet ______________________________

e ______me ______________________________

y ______puppy ______________________________

Level: 5 Term: 2 Week: 8 Day: 3&4	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   -enjoy poem reading
2. **Skill:** Reading for pleasure
3. **Topic:** The Naughty Boy
4. **Material:** Poem Page (**The Naughty Boy**), Worksheets, Map of Europe

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5. Procedure:

a. Explain to your students that report is written on some happening on an activity. Therefore second form of the verb (past) is required to describe

b. Worksheet

- Ask them to read the reports themselves
- After that they are asked to read the reports one by one

Task: Students should work individually. They should suppose that they were attending language classes which hove just finished. Ask them to write a report on their English classes

6. Follow Up:

Write a report on your school English class

Level: 5
Term: 2
Week: 8
Day: 3&4

Poem Page

The Naughty Boy

There was a naughty boy,
And a naughty boy was he,
He ran away to Scotland,
The people there to see --
There he found
That the ground
Was as hard,
That a yard
Was as long,
That a song
Was as merry,
That a cherry
Was as red,
That lead
Was as weighty,
That fourscore
Was as eighty,
That a door
Was as wooden
As in England.
So he stood in his shoes
And he wondered,
He wondered,
He stood in his shoes
And he wondered.

John Keats

Level: 5 Term: 2 Week: 8 Day: 3, 4	Worksheet	Date

Task 1: Answer the following questions

1. Where was the boy from?

____

2. Where did he run away to?

____

3. Why do you think he ran away?

____

4. What did the boy find in Scotland?

____

5. What did he do in the end?

____

Task 2: *In English words are made up of syllables. A syllable contains one vowel sound. It is usually short. Sometimes a whole word can be a syllable. Sometimes a word may consist of two or more syllables.*

Rat -----one syllable
This ----- one syllable
Forget ---- two syllables (for / get)
Scotland-----two syllables (scot / land)
Following -----three syllables (foll / ow / ing)

Can you tell how many syllables are there in each of the following words?

1. come .....
2. There .....
3. was .....
4. as .....
5. ground .....
6. elephant .....
7. England ......
8. those ......
9. yesterday ....
10. Scotland ......
11. ministers ......
12. pillow ......

Level 5 **Term** **2** **Week** 8 **Day** 5

Do not do any writing on books.

Do page 32 from Get ahead Book 6 in your copies.

evel 5 Term 2 Week 5 Day 6

Assessment # 5

Task 1

elect any paragraph from Get ahead Book 6 for dictation. Dictate a short para with slow speed and iform the students a day before. /12

Task 2

From the following group of words make one sentence with the "est" or "most/least" form of adjective and another with "er than oR more/ less than. /8

1 K2/ high/mountain in Pakistan

2 Punjab/large/province in Pakistan

Jacobabad/hot/city in Pakistan

Karachi/ large/city in Pakistan